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ABSTRACT

This bibliography presents 17 annotated citations dealing with various aspects of advisory committees. The documents and journal articles, all from the ERIC system, offer guidelines for administrators who are organizing and working with advisory councils, comment on strengths and weaknesses of advisory committees, examine principal-advisory group interaction, and consider the roles of such groups in student involvement, citizen participation, community cooperation, and school-community relationships. (Author)

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The Best of ERIC presents abridgments of ERIC literature on important topics in educational management.

The selections are intended to give the practicing educator easy access to the most significant and useful information available from ERIC. Because of space limitations, the items listed should be viewed as representative, rather than exhaustive, of literature meeting those criteria.

Materials were selected for inclusion from the ERIC catalogs *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)*.

Advisory Committees

BEST COPY AVAILABLE

Bagin, Donald; Grazian, Frank; and Harrison, Charles H. *School Communications: Ideas That Work. A Public Relations Handbook for School Officials*. Chicago: Nation's Schools Press, 1972. 155 pages. ED 070 134. Document not available from EDRS. (Available from "Nation's Schools Press, McGraw-Hill Publications Company, 230 West Monroe Street, Chicago, Illinois 60606. \$4.95.)

This book, written by three school communications consultants who are also practitioners, has a chapter on producing results through advisory committees. Schoolmen who shy away from advisory and study groups are advised to consider the pluses such groups provide. Many people will believe the advisory committee before they will believe school officials about recommendations requiring money. Face-to-face communication changes attitudes of friends and neighbors. People want to be in on what is going on in their schools and will work to improve them.

Two major types of advisory committees are helpful: one to provide constant feedback, the other to study specific problems facing the community. Membership should include the "antis," since one key purpose is to find out what the community is thinking. The authors' research indicates that people who are negatively disposed toward the schools become favorably inclined after one year on an advisory committee.

Flores, Robert R. "Wanted—Community Involvement in Education." *School Management*, 15, 12 (December 1971), pp. 28-29, 48.

Educational institutions have always had input from the upper and middle classes; the drastic need today is for input from *all* groups. In this perceptive and practical article, the author focuses on how to obtain community involvement of minority groups.

Why involvement. Governmental programs, such as the ESEA Title I programs requiring advisory committees if they are to be funded, have forced the public schools to bring lay people into educational planning. Committees on personnel, discipline, human relations, dress codes, and others dealing with human problems must reflect the makeup of the entire community.

How to get involvement. The first step is a survey of the community, including militant as well as conservative elements, to identify community leaders who should be contacted by the head of the organization rather than by a subordinate. A patronizing attitude during the initial meeting is "the number one cardinal sin," and it is not advisable "to use parliamentary procedure in early meetings," but rather to work out proce-

dures and rules of the group's own making.

How to communicate. Flores offers thoughtful comments on how "establishment people" can communicate effectively with "grass-roots people," pointing out how certain approaches and phrases can antagonize or turn people off. His suggestions should make for the kind of interaction that is based on understanding.

Hamlin, Herbert M. "How to Develop Citizen Participation in Local School Policymaking." *Updating School Board Policies*, 4, 7/8 (July-August 1973), pp. 2-4, 9-10. EJ 085 927.

Citizens committees—failure or success? This question and a lot of other questions about advisory committees are asked and answered in this article. What to do and what not to do about policies, members, purposes, and activities are discussed.

A citizens committee is no substitute for the board of education, but as a partner it can share with the board, the school staff, and others in the development of policies the board will enact.

Hofstrand, Richard K., and Phipps, Lloyd J. *Advisory Councils for Education: A Handbook*. Urbana: Department of Vocational and Technical Education, University of Illinois, 1971. 49 pages. ED 057 213 MF \$0.75 HC \$1.85. (Also available from Urban Educational Development Laboratory, Department of Vocational and Technical Education, 338 Education Building, University of Illinois, Urbana, Illinois 61801. \$0.50.)

Administrators planning to organize a citizens committee or looking for answers to questions about such groups should put this handbook on their reading list. Five chapters of detailed, straightforward information discuss benefits, organization, development, and functions of advisory groups.

Administrators and boards of education are realizing the benefits of citizens committees—advice and assistance and better use of time and resources. Learners, council members, parents, schools, and the community also gain. Every community evaluates its schools: the conclusions and judgments of an advisory council collecting and disseminating appropriate information can crystallize support for the schools and offset vague and unrealistic criticism.

Regardless of the size of the district, the authors suggest a central council of 9-12 people, supplemented by other committees of 5-9 members. A desirable objective is to involve 1 percent of the voters in committees that are school sponsored rather than independent, both temporary and continuing, and advisory not administrative. The selection process receives detailed treatment.

In developing council operations, two concepts are important: internal workings such as bylaws, responsibilities, and policies; and the process of how members can become informed and can learn about problems to be studied.

Advisory councils should avoid such questionable activities as independent reports to the public, noneducational concerns, pressure tactics, fund-raising, involvement in personnel matters, and the "hows" of learning, teaching, counseling, or administration.

Illinois State Board of Vocational Education and Rehabilitation. *Advisory Council Member*. Springfield, Illinois: Vocational and Technical Education Division, 1973. 18 pages. ED 083 438 MF \$0.75 HC \$1.50.

In this pamphlet, an advisory council is defined as a group of persons selected to advise the school, students, instructors, and administrators regarding career education efforts within the community. Members, predominantly from outside the field of education, are chosen because of specialized knowledge.

Information is primarily directed toward new members, listing types of councils, what councils can do to help administrators and teachers, roles of the chairman and of members, and various sample activities.

Jenkins, Jeanne Kohl. "Impression Management: Responses of Public School Principals to School-Community Advisory Councils." Paper presented at American Educational Research Association annual meeting, Chicago, April 1974. 37 pages. ED 090 665 MF \$0.75 HC \$1.85.

This paper discusses how the principals of the Los Angeles public schools are dealing with the changes in their decision-making role occasioned by the introduction of mandatory school-community advisory councils.

Using references to other studies and authorities, Jenkins scrutinizes principal-advisory council relations. Principals see their role as that of legitimate decision-maker in the school, yet acknowledge that council members may challenge that role. A potential for conflict exists if mutual expectations for involvement in decision-making differ.

To influence the perceptions councils develop about the principal and his authority, and about themselves and their involvement, principals, it is found, use varying manipulative strategies. Jenkins explains these techniques as "impression management"—how an individual manufactures impressions of himself for the benefit of other human beings with whom he interacts.

Principals whose communities and councils are less supportive and even challenging appear more likely to use techniques of impression management than do principals whose communities and councils are supportive of the principal's authority to make final decisions.

Johnson, C. Montgomery, and Clocksin, Virginia. *School Bond Issues: Pass-Fail. Community Plan of Action in Support of Schools*. Chicago: The Sports Foundation, Inc., 1972. 40 pages. ED 078 561 MF \$0.75 HC not available from EDRS. (Available from Compass, Suite 1400, 221 North LaSalle Street, Chicago, Illinois 60601. \$2.00.)

A brief discussion of the role of the citizens advisory committee in special levy or bond issue campaigns touches on the effects of attitudes of existing advisory groups, contributions and liabilities of committees, and relationships between the campaign committee and the advisory unit.

Los Angeles Unified School District. *An Evaluation of School-Community Advisory Councils*. Los Angeles: Office of Education and Management Assessment, 1972. 120 pages. ED 091 823 MF \$0.75 HC \$5.40.

The "people process" is in action in the Los Angeles Unified School District where the board of education has mandated a school-community advisory council in every school.

The results of evaluation survey questionnaires, sent to all principals and council chairmen, and to randomly selected council members, offer statistical data, analysis of strengths and weaknesses, and conclusions and recommendations.

In the opinion of all the respondents—principals, chairmen, staff, parents, community representatives, and students—the greatest strength of the advisory council is in the cooperation within the group; the greatest weakness, in community apathy.

Principals cited the following as strengths: community interest, democratic representation of membership, effective school-community communications, support of the existing PTA, and involvement in school problems. Principals expressed frustration over unskilled and untrained council chairmen, inexperienced members, poor attendance at meetings, and unavailability of funds.

The most recognizable need is for inservice training for all members, with special focus on the roles of the chairman and the principal, who represent equally important elements in the council success.

Lovetere, John P. "Student Involvement on School Committees." *NASSP Bulletin*, 57, 373 (May 1973), pp. 132-137. EJ 076 885.

A principal who believes that the answer to involving students in school operation lies in the principles of participatory democracy reports on the successful use of multilevel advisory committees in his junior high school.

Student involvement in a permanent advisory group means sharing in the decision-making process, but does not mean making all the decisions. The members concerned—boards of education, administrators, principals, faculties, and students—are responsive to good committee work, and through public deliberations their positions become less self-serving and more in harmony with the general good. The principal may lose some power as a result of student involvement, but his influence will be enhanced.

National School Boards Association. *Policies for Better Advisory Committees. Educational Policies Development Kit*. Hartford, Connecticut: Educational Policies Service, 1972. 25 pages. ED 067 751 MF \$0.75 HC not available from EDRS.

(Available from National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201. Kit No. 72-55, \$2.00.)

A kit assembled to help school boards develop policies about advisory groups includes a few pages of background discussion and policy samples and resources reproduced from the files of the NSBA Policy Information Clearinghouse.

The discussion is brief, but it clearly points up some reasons why one committee will succeed and another will fail, and the differences between the fake and the valid. Boards are cautioned not to expect citizens committees to put out educational fires or to bring peace in the midst of controversy; instead, boards should encourage the committees to help the board sense the coming of changes and anticipate crises.

Committees who are given a clear objective and helped to develop rules for operating will most likely succeed. Four aspects of committee life, however, are subject to board wishes: how the committee is to be appointed, the selection of members, the length of the committee's life, and the handling of operational matters.

Policy samples from a dozen schools provide working papers that can be adapted to meet local requirements.

Oldham, Neild B. *Citizens Advisory Committees: Public Participation Increases; Guides Change in American Education. Current Trends in School Policies and Programs*. Arlington, Virginia: National School Public Relations Association, 1978. 56 pages. ED-091-853 MF \$0.75 HC \$3.15. (Also available from National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209. Stock No. 411-13307. \$6.75.)

Information from a survey conducted by *Education U.S.A.* summarizes current trends, policies, and practices of citizens councils.

Survey responses reveal that the citizens advisory committee movement has taken off in unexpected directions. Originally intended as a group serving the entire district and its board of education as a consultative body, the citizens committee is now appearing frequently at the school building level as an operational unit.

At the district level, the advisory committee makes its best contribution when it is created for a major policy purpose and utilized for consultation. At the school building level, the committee "rolls up its sleeves and goes to work," performing rather than advising.

Citizen participation raises questions: How to set up committees, select members, choose tasks, get the most value from efforts, and determine the characteristic most valuable to a school system? Some answers and ideas to try and to test are offered in the survey analysis and in the illustrations from various communities and districts.

"Rebuilding a School: Four Views on Community Participation." *CEFP Journal*, 11, 3 (May-June 1973), pp. 8-11. EJ 078 819.

The director of the School Building Planning Division, the chairman of the Community Advisory Planning Committee, and two commissioned architects express their views that the use of an advisory group in planning the rebuilding of a Los Angeles high school produced a better school.

In the viewpoint of one partner on the team, there is no better way to plan a good school than community involvement. Although the architect may give more of his time initially, listening to what the community really wants, in the long run time was saved.

Stavdal, Bill. "Getting People Input into a School System." *School Progress*, 41, 9 (September 1972), p. 37. EJ 063 882.

Based on the experiences of a Canadian school district, this report offers advice on how to know what the public wants and how it feels about existing offerings, without undercutting the professional educators. In forming a system of ad hoc advisory groups, the district believes that it has "hit upon a worthwhile, but not perfect, vehicle of community opinion."

Groups can be initiated by the board of education or by the community and should be open to any public school student or any citizen with an opinion to put forward. Short-lived advisory groups, each focusing on a specific issue, are found to be most effective in attracting interested people.



Sumption, Merle R., and Engstrom, Yvonne. *School-Community Relations: A New Approach*. Administration in Education Series. New York: McGraw-Hill Book Co., 1966. ED 015 524 Document not available from EDRS. (Available from McGraw-Hill Book Company, 8171 Redwood Highway, Novato, California 94947. \$8.95.)

Citizens school advisory committees are called by many names—councils, commissions, study groups, consulting committees, parents advisory councils, or advisory councils. Whether local, state, or national, such organizations may be classified as independent or school-sponsored, temporary or continuing, overall committees or phase committees.

Writing in the belief that "citizen participation in the school program on a sound, organized basis can and should be the keystone principle of school-community relations," these authors recommend such participation by way of the school-sponsored, continuing, overall advisory committee. Their chapter contains detailed information on the selection and organization of committees, guidelines for effective operation, utilization of professional consultants, areas of study to be undertaken, and dangers and difficulties to be avoided.

University of California at Riverside. *A Master Plan Citizens Committee for the Oakland Public Schools*. Riverside: Western Regional School Desegregation Projects, 1971. 16 pages. ED 065 650 MF \$0.75 HC \$1.50.

A multiple option approach for deepening parent and community participation in the Oakland Public Schools "recognizes that there is no single best way to involve parents and community in the vital issues at a given school." Rather, "depending on local needs, tradition and circumstances, each school community is free to design and propose its plan for the most effective organization." Options include strengthening existing groups, creating a school advisory council, or electing a school site advisory board.

This proposal for a Master Plan Citizens Committee (MPCC), to be operational from April 1971 through June, 1972, outlines objectives and functions. Guidelines are provided for organization of and participation on school site committees formed under the multiple option program. The principal is responsible for seeing that a cross-section of all parents and community concerned are involved in discussing the alternatives and coming to a decision on the plan.

Membership and responsibilities of the MPCC are discussed, including description of the task forces to be established on curriculum and instruction, school buildings, community resources, decentralization, school finances, and any other areas the committee feels should be investigated. It is suggested that the school site committees develop mini-master plans in relation to these task force areas.

Zelman, Susan, and Grainer, Marc. "An Evaluation of Citizen Participation in an Urban School." Paper presented at the American Educational Research Association annual meeting, Chicago, April 1974. 39 pages. ED 091 806 MF \$0.75 HC \$1.85.

Although this study considers the concept of citizen par-

ticipation only as it relates to the improvement of educational services to the urban culturally deprived, the findings are interesting to all administrators.

The operations of a citizen committee associated with two neighborhood schools in the Boston area were studied to evaluate the effectiveness of the committee in achieving certain outcomes.

Political outcomes (defined as increase or decrease in citizen political power): The committee was unable to generate any citizen influence over school policy in areas of finance, curriculum, and personnel.

Socio-psychological outcomes (citizen feelings of control and identification with school policy-making processes): Although citizen participation seems to increase citizen feelings of control over decision-making, in fact these committees have no influence. This false sense of participation is dysfunctional to both citizens and administrators in that people who think they are being represented may not make any further efforts, or they may become frustrated if their input is ignored.

Programmatic outcomes (parent knowledge of school affairs and interest in children's work): A positive relationship is shown between participation and knowledge of school affairs. This outcome is important as a prerequisite for parent and administration promotion of educational change. However, analysis shows no relationship between participation and interest in children's school work, a finding that questions the usefulness of the participation policy to increase academic success of culturally deprived children by means of increased parental involvement.

ERIC Clearinghouse on Educational Management
University of Oregon
Eugene, Oregon 97403